

SELECT Summer 2015 Course Descriptions

ESE 501 Exceptional Students in Regular Programs: Inclusionary Practices (#2005)

This course is designed to provide graduate level instruction regarding inclusive practices. Emphasis will be placed on the collaborative process of planning for and implementing successful programs that support inclusionary practices in the schools for students with disabilities. Focus will be on designing instruction that enables students to access challenging curricular content, organizing assessment data and using technology in the assessment process, planning a universally designed curriculum and other related topics. A related focus will be on effective use of collaboration among professionals in order to increase the effectiveness of inclusionary practices.

ESE 502 Behavior Management in Special Education: Autism, ADD/ADHD, and Bipolar (#2006)

This course is designed to provide graduate level instruction in the learning principles and practical strategies needed in the development and implementation of behavior management procedures supportive of a positive learning environment for students with disabilities. (See certification, age(s), and disability categories that you can find at the Arizona Department of Education web site: <http://ade.state.az.us/>). Students will be introduced to the components of functional behavior assessment/analysis and the design of individual and group intervention plans. Learners will investigate research based cognitive and behavioral interventions strategies. Application of skills in consultative and collaborative settings will be discussed to assist and support staff and parents. Learners will learn behavioral techniques for different instructional settings including inclusion, mentoring and helping students to self-advocate.

ESE 503 Diagnosis and Assessment in Special Education: Psycho-educational Assessment and Interpretation for Special Education Administrators (#2007)

This course is designed to provide graduate level instruction in the theoretical and practical foundations of evaluation and assessment of individuals with special needs. It is primarily intended for special and regular education teachers, administrators, related service personnel, paraeducators, and other interested individuals, including parents. The goal of this class is to provide students the necessary skills in understanding school-based assessment practices, basic interpretation of testing data, and general issues concerning special education testing and eligibility. History and theoretical models will be introduced and reviewed; however, emphasis will be placed on, but not limited to, learning specific evaluation policies, processes, and procedures; becoming familiar with common testing instruments and scoring; compliance issues; ethical considerations; and understanding special education law as it applies to assessment and eligibility determination. All special education eligibility categories under IDEA 2004 will be addressed with particular emphasis in the assessment and determination of autism, emotional disability, other health impairment, specific learning disability, and intellectual disability. Students will learn how to link assessment results to individual learning profiles and

eligibilities, and how understanding an individual's particular strengths and needs can lead to instruction that is differentiated and specific to each learner.

ESE 504 Methods and Materials in Special Education: Implementing Effective Co-Teaching Practices in the Classroom (#2008)

This course is designed to provide graduate level instruction in methods, materials, and related subject matter as it relates to exceptional students (see certification, age(s), and disability categories which you can find at the Arizona Department of Education web site: <http://ade.state.az.us/>) with a focus on co-teaching methods and strategies. Practical methodology and background information will be presented including: understanding learning principles, designing learning environments, identifying teaching strategies, and linking assessment to instruction through development and interpretation of the IEP. Relevant technology will be addressed. Focus will be placed on working with co-teachers to establish positive learning circumstances for students in special education and general education programs.

ESE 504 Methods and Materials in Special Education: Research Based Math aligned with College and Career Readiness Standards (#2009)

This course is designed to provide graduate level instruction in methods, materials, and related subject matter as it relates to exceptional students (see certification, age(s), and disability categories which you can find at the Arizona Department of Education web site: <http://ade.state.az.us/>). Practical methodology and background information will be presented including: understanding learning principles, designing math learning environments, identifying math teaching strategies, and linking math assessment to instruction through development and interpretation of the IEP. Focus will be placed on appropriate IEP goals, lesson plans, and instructional strategies that align with core curriculum and encourage inclusionary practices through the use of peer leaders and assistive technology.

ESE 505 Consultation Techniques in Special Education: Individual Education Process Aligned with College and Career Readiness Standards (#2010)

This course is designed to provide educators with techniques and strategies to use the common core effectively with students who receive special education services. The class will assist teachers in aligning IEP goals as well as classroom objectives with the College and Career Readiness Standards.

This course provides graduate level instruction in a best practices approach to assist educators in aligning the college and career readiness standards with the IEP process in order to effectively integrate the common core into their classroom.

ESE 506 Administration and Supervision in Special Education: Finance for Special Education Directors (#2011)

This is a graduate class designed to prepare the student for his/her initial role in special education administration in the area of budget

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preparation, grants management and the expenditure of funds to support teaching and learning. The target audience will be those individuals who desire to become effective, fiscally responsible, and visionary leaders in educational programs serving diverse learners.

This course is designed for those who have been assigned oversight for special education programs and budgets in their role as an administrator. Students will be exposed to school finance methods, IDEA-Part B allocation and allowable usage, grant writing, and accounting methods for expenditures and tracking of funds. Administrative management, written communication skills, and real-world problem solving skills will be emphasized.

ESE 506 Administration and Supervision of Special Education: Legal Aspects and Compliance (#2012)

This course provides graduate level instruction in the legal practices for the administration and supervision of Special Education programs governing all categories of special education. Practicing special education teachers, specialists, coordinators and administrators of special education programs will benefit from the information provided. Students will be exposed to “real” case studies, litigation and law that governs the evaluation and the individual education plan for eligible students. Both state and federal legal issues will be addressed. Compliance as it deals with School Districts as well as Charters in Arizona will also be covered. Students will gain practical knowledge on applying legal guidelines to special education programs including communication and collaboration with parents and families. The IEP process will be outlined from the stages of child find through service delivery.

ESE 506 Administration and Supervision in Special Education: Introduction to Special Education Administration (#2013)

This is a graduate class designed to prepare the student for his/her initial role in special education administration. The target audience will be those individuals who desire to become effective and visionary leaders in educational programs serving diverse learners. This course is designed for those who have been assigned oversight for special education programs in their role as an administrator. Students will be exposed to critical case studies, research, litigation, and law central to leadership in this area. The IEP process will be outlined from the stages of child find through service delivery. Administrative roles, communication, and organizational models will be discussed.

ESE 509 Foundation of Special Education: TBI & FAS (#2014)

This class is designed to provide graduate level instruction in two issues that do not currently meet certification requirements for any particular certificate Arizona presently offers. However, the courses offer relevant possibilities that may address professionals working with children who fall into the Cross Categorical, Mental Retardation, and Severe and Profound classifications.

See certification and/or disability categories which can be found at the Arizona Department of Education web site: <http://ade.state.az.us/>

Both of these disabilities will address the histories, legal definitions, assessments, school laws that pertain, varied classroom methods and curriculum development and the IEP team development for children with these disabilities.

These two disabilities have a multitude of implications regarding socio-economic factors. The FAS course will provide a basic introduction to FASD, which results from prenatal alcohol exposure and can cause physical, mental, behavioral, and/or learning disabilities and it will provide tools to enhance sensitive communication between parents and teachers.

The TBI course will address the fact that traumatic brain injury in children and adolescents is a major public health concern in the United States. Approximately 100,000 children under the age of 15 are annually hospitalized due to brain injury. This course will address the deficits that may be visible once the injury has healed. A TBI child may look well, however, as they mature and their brain matures additional serious cognitive and behavioral problems may manifest. Particular attention will be given to identifying the social and ethical issues relating to FAS/TBI by families and society.

Each disability offered will have two and a half weeks of direct instruction.